

-Evaluation-

Strategic Planning Framework Partnership for Success

Phoenix, AZ

September 9, 2014

AJ King, Consultant

Agenda

- Introduction to Evaluation
- Evaluation Basics
- Defining key terms
- Strategic Planning Framework and Evaluation
- Basic Components of an Evaluation Plan
- Logic Models and Evaluation

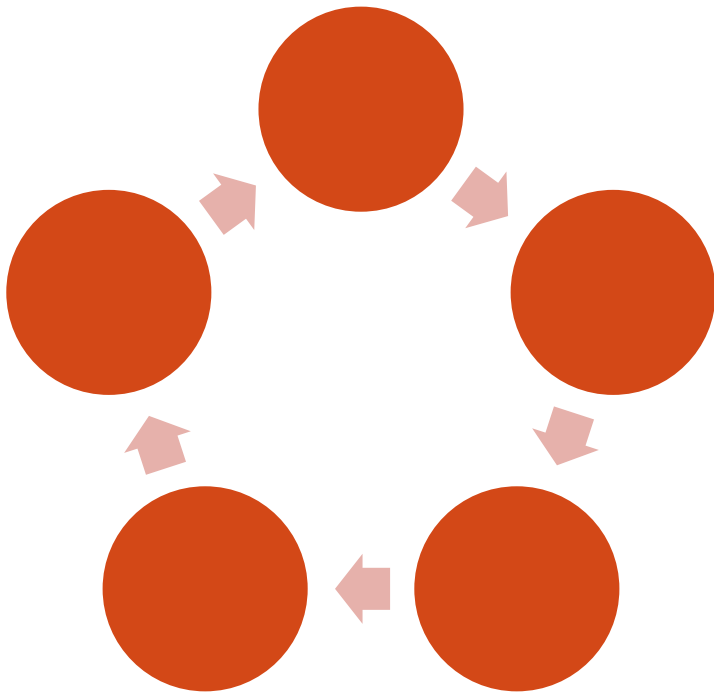
What is evaluation?

The systematic collection and analysis of information about program activities, characteristics and outcomes to reduce uncertainty, improve effectiveness and make decisions.

Evaluation Basics

- Feasible
- Useful
- Simple
- Integrated





**Evaluation is used
throughout the cycle of a
program to:**

- ✓ **Describe what you plan to do**
- ✓ **Monitor what you are doing**
- ✓ **Improve your program**

Evaluation and the Strategic Planning Framework



Q: Which Step(s) do you evaluate?

Answer: All the steps

Two Types of Information/Data



1. Quantitative – *Hard*

Data that can be tallied and measured. Things you can count.

2. Qualitative – *Soft Data* may be anecdotal. Reflects the feelings and perspectives of those involved in the program.



Two Types of Evaluation



1. Process —

Relates to methods

Examines how program is conducted

Answers: “What did we do?”

“Did we do what we were supposed to do?”

2. Outcome —

Assesses changes in beneficiaries

Answers: “What Happened?”



Process Evaluation

- Are activities being implemented as planned?
- Are they working as intended?
- Quantitative & qualitative information



Outcome Evaluation

- To what degree is program achieving expected outcomes/results?
- What changed for beneficiaries as a result of the program? (Positively or negatively)
- Is usually a numbers measurement



Outcome Evaluation

To what degree did program achieve proposed outcomes?

Program Outcome

Of the 200 students who participate in the mentoring program, 125 will decrease their alcohol consumption by 50% by the end of the school year.

Outcome Evaluation

Using self reports, the program coordinator will compare alcohol consumption of participating students at the time of entry into mentoring, with their consumption at the end of the school year.

What might we find?

97 students decreased their alcohol consumption by at least 50% . This is less than the desired outcome of 125 students.

Process Evaluation

Were methods implemented as planned? Did they work as expected?

Examines quantitative & qualitative information.

Process Objective

During the school year, Wilson High School will provide after-school mentoring to 200 students

Process Evaluation (Quantitative)

Using sign-in sheets, determine the number of students who attended, the number of times per week each attended, and the length of time each attended.

What might we find? We expected 200 students to sign up, but only 145 did. 110 attended at least once a week for the required 3 months. 35 dropped out, usually within 4 weeks. Of those who continued, 97 of 110 decreased their alcohol consumption by at least 50%.

Process Evaluation

Qualitative information can tell us WHY something happened

Process Objective During the school year, Wilson High School will provide after-school mentoring to 200 students	Process Evaluation (Qualitative) <ul style="list-style-type: none">• Student focus groups — why did you drop out?• Teachers & mentors focus groups — what were successes & barriers?• Questionnaire to students who never attended — why not?
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What might we find?

Students who dropped out gave 3 reasons: too busy; volunteer mentors treat students as if they are stupid or lazy; decided it wasn't worth the effort.

Teachers felt students weren't committed; mentoring methods too difficult for volunteers.

Volunteers liked the students, but never saw the results of their work.

Students who never attended gave 2 reasons: didn't see the value of the mentoring program; never attended introductory meeting to learn more about the mentoring.

Evaluation Plan

“An evaluation plan is a written document that describes how you will monitor and evaluate your program, as well as how you intend to use evaluation results for program improvement and decision making.”

Source: CDC: <http://www.cdc.gov/obesity/downloads/CDC-Evaluation-Workbook-508.pdf>

Components of Evaluation Plan

1. Program Description/ Overview
2. Evaluation Questions: What do you need/ want to know?
3. Evaluation Methods: How will you collect the information you need?
4. Analysis & Interpretation: How will you understand the information you collect?
5. Use & Dissemination: How will evaluation findings be used and shared with others?



Basic Components of an Evaluation Plan

1. Program Description/Overview

A brief description of your program:

- ☐ Overall purpose
- ☐ Broad goals
- ☐ Major activities

Basic Components of an Evaluation Plan

2. Evaluation Questions: What do you need/want to know?

- How many people did we serve?
- Did we reach the target population?
- Did we implement activities as planned?
- How satisfied were participants, staff, other stakeholders?
- Why did some people drop out?
- How successful were partnerships & collaborations?
- What changes did we measure among participants?
- Did we achieve the expected program outcomes?
- Did the program negatively impact participants in any way?

Basic Components of an Evaluation Plan

3. **Evaluation Methods:** What information do we need to collect to answer the evaluation questions? What are the best methods for collecting it?

Data Collection Methods



- Interviews
- Physical Measurements
- Questionnaires/Surveys
- Focus Groups
- Pre/Post Tests
- Document Review
- Trained Observers
- Activity Logs

Data Collection Questions

1. Who will collect the data?
2. When will the data be collected?
3. What tools will be used to collect the data?



Basic Components of an Evaluation Plan

4. **Analysis and Interpretation:** How will you understand the information you collect?
- Compare to baseline & to outcomes
 - Simple counting: frequency of rates or behavior
 - Finding themes or patterns in qualitative data



Basic Components of an Evaluation Plan

5. **Use and Dissemination:** How will evaluation findings be used and shared with others?
- What reports will be produced, and for whom?
 - How & what will you communicate to stakeholders?
 - How will you disseminate findings on *lessons learned* & outcomes?

Evaluation and the Strategic Planning Framework



- How successful was the community in selecting and implementing strategies?
- Were these the right strategies, given the risk factors the community identified?
- Were representatives from across the community involved in planning, selection, and implementation? In what ways were they involved?

Evaluation and the Strategic Planning Framework

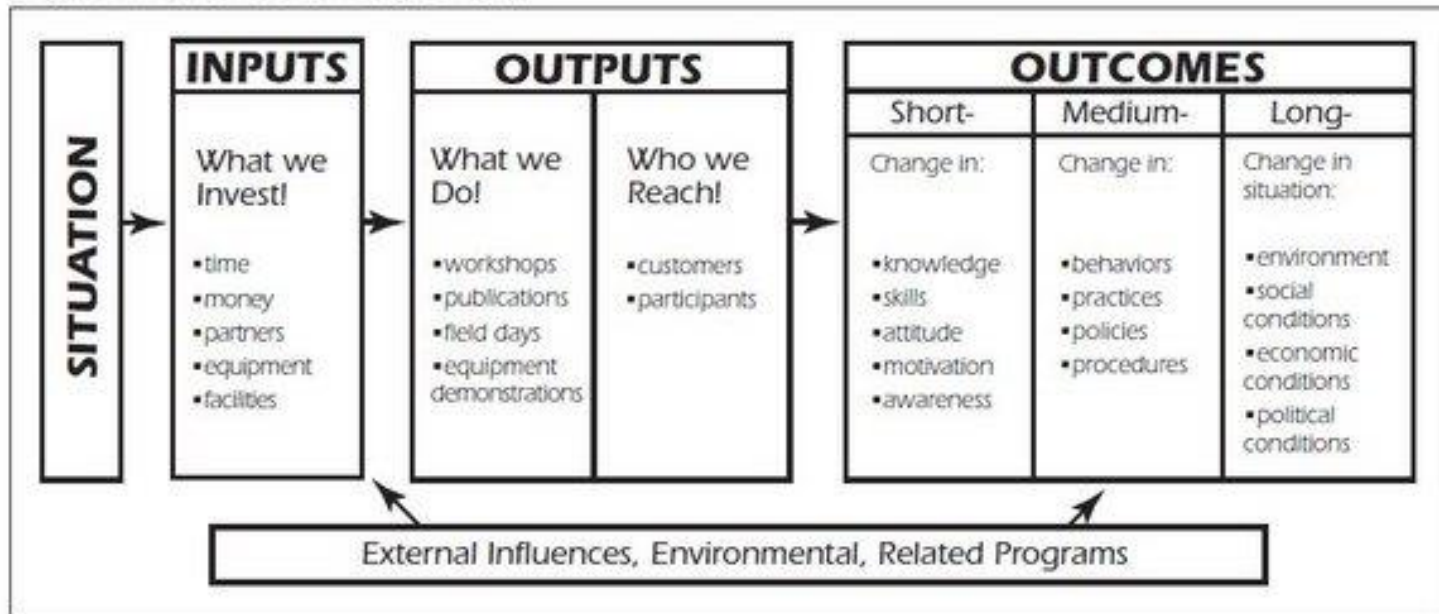


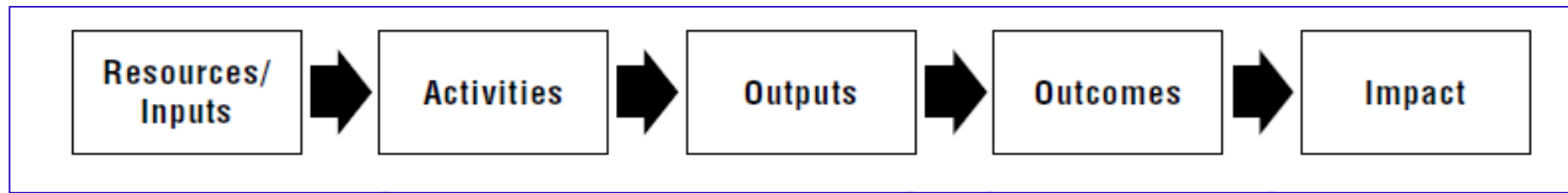
- Was the planning group able to identify potential new partners with which to collaborate?
- What was the quality of the data used in decision making?

What do we want to know?	What method(s) will we use to find out?	Who will collect data; and when?	How will we use the data we collect?
Process Question:			
Outcome Question:			

Logic Models and Evaluation

Figure 1. Elements of the Logic Model.³





Process
Evaluation

Outcome
Evaluation

Resources/ Inputs

2 FTE staff; 75 volunteer mentors; teacher oversight of mentors; Classroom space; outreach material; curricula; donated snacks; late bus transportation; \$15K donation; \$150K grant funds

Activities

Wilson High School will provide 4 hours a week of after-school mentoring to 200 students.

Outputs

1K flyers distributed; 100 parents attend meeting; 75 mentors trained; 200 students mentored; 800 hrs of mentoring provided weekly

Outcomes

Wilson students who participate in the program will decrease their rate of alcohol use by 50% by the end of the year.

Process Evaluation

**Outcome
Evaluation**

Building a Logic Model

Step 6: Adding Evaluation

Activities

Wilson High School will provide 4 hours a week of after-school mentoring to 200 students.



Outputs

1K flyers distributed; 100 parents attend meeting; 75 mentors trained; 200 students mentored; 800 hours of mentoring provided weekly

Process Evaluation

Examines Activities to determine if they worked the way you intended:

Quantitative: *How many:* flyers did you distribute? parents attended meetings? mentors were trained? students received mentoring?

Qualitative: What was the experience like for staff; mentors; parents and students?

Building a Logic Model

Step 6: Adding Evaluation

Outcomes

180 of the 550 (33%) of the students, will decrease their alcohol consumption by 50% by the end of the academic year.

Outcome Evaluation

Measures how closely the organization comes to achieving its proposed Program Outcomes.

Example: Using self reports, the program coordinator will compare alcohol consumption of participating students at the time of entry into mentoring, to consumption at the end of the mentoring period.

Resources/ Inputs

2 FTE staff; 75 volunteer mentors; teacher oversight of mentors; Classroom space; outreach material; curricula; donated snacks; late bus transportation; \$15K donation; \$150K grant funds

Activities

Wilson High School will provide 4 hours a week of after-school mentoring to 200 students.

Outputs

1K flyers distributed; 100 parents attend meeting; 75 mentors trained; 200 students mentored; 800 hrs. of mentoring provided weekly

Outcomes

Wilson students who participate in the program will decrease their rate of alcohol use by 50% by the end of the year.

Process Evaluation

**Outcome
Evaluation**

Thank you!

AJ King

aj@ajkingconsulting.com